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ABSTRACT

Questioning strategies, whether teacher- or student-generated, can be a major tool in developing reading comprehension. Teachers can maximize the benefits of teacher directed questioning by (1) providing clues before providing answers to questions, (2) acknowledging appropriate responses with two or three seconds of eye contact, (3) allowing students to formulate several answers and then choose the best response, (4) using joint responses through a show of hands or finger signals, (5) allowing students five to seven seconds to answer questions, and (6) using the chalkboard or question cards to show questions and possible answers. Teachers can use these procedures in conjunction with such teacher directed strategies as the Question Answer Relationship (QAR). By accompanying questions with the phrases "right there," "think and search," or "on your own," teachers let students know whether they are asking a detail, an interpretive, or a critical thinking question. Student generated questioning strategies include ReQuest, based on student questioning of teachers for pertinent information, and SQ3R, in which students first survey and ask themselves questions about reading material, then read the passages and recite the answers to their questions. A final self-directed questioning method is called Structured Comprehension, which trains students to ask questions to ensure their comprehension of each sentence. (MM)

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Using Teacher/Student Generated Questions*

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The discussion of reading comprehension has more recently included a sophisticated mixture of models, new terminology and alternative comprehension "teaching" strategies (Fowler, 1982; Herber, 1975: and Moore and Arthur, 1981). Researchers have, for several years, been involved in studying comprehension. We are now beginning to consider using questioning as only a part of the overall arsenal of strategies necessary for teaching reading comprehension. Durkin's 1978 study has been widely discussed and perhaps, served as a catalyst in pushing even the most ardent taxnomity supporter to consider alternatives to using typical questioning procedures for comprehension instruction. The following discussion provides a selection of suggestions for using questions. We believe questions or questioning style behaviors are and will, for many years, represent the primary procedures for improving reading comprehension. Suggestions are offered for the proper use of teacher generated questions and recommendations for self-generated (student-generated) questions.

Direct instruction is generally required along with ample attention to preteaching of skills for mastery of content and utilization of newly acquired skills (Pearson and Johnson, 1978; Runelhart, 1981). Most of the suggested procedures can be used with individuals or groups from the primary grades through high school.

Improving Teacher-Generated Questioning Behaviors

On most occasions questioning can serve a direct teaching function. The following suggestions are intended to improve teacher-student interactions during teacher directed questioning:

1. Provide cues before providing answers to questions. Both verbal and non-verbal cues can be useful in leading students to determine their own answers.
2. Acknowledge appropriate responses with two-three seconds of eye contact between the respondent and the questioner. A positive verbal response plus noticeable eye contact provide an inducement to answer.
3. Allow for multiple answers, then aid the students in selecting one or two best responses. By extending beyond the "one only" correct pattern, we allow students to consider, pick and choose or actually see which answers are most appropriate and why.
4. Allow time for every pupil responses. By allowing students to jointly respond using a show of hands, finger signals (one finger yes, two no or one finger true and two fingers false) or verbal reply we are encouraging attention, participation and patterning for positive question-answer experiences.
5. Provide students five-seven seconds to answer questions. Gambrell (1980) describes the proper use and importance of "think-time."
6. Use the chalkboard or question cards to show questions and possible answers. Then provide time for silent responses. Ask the questions and require a letter or numeral selection (e.g., a, b, or c) using pencil and paper to mark responses. Such a procedure serves to train youngsters to respond silently. The appropriateness of selected answers should then

be discussed to insure that students understand where or why specific answers are best.

A final question based teacher directed strategy is called the Question Answer Relationship. Raphael describes the use of QAR's as a method of enhancing student abilities to answer comprehension questions. (1982) The three way relationship includes the following QAR's: Right There, Think and Search, and On Your Own. Each of the three QAR's represents a teacher given cue as to where an answer to a question may be found.

Right There is used when asking a literal or detail question. Suppose we ask a detail question and receive an unacceptable or perhaps no response at all. The teacher would then say, "The answer is 'right there.'" Initially, we may actually point out the words revealing the answer. This combination of modeling and direct instruction is also recommended for the second type of QAR, Think and Search. For use with questions that involve an answer that is in the story (paragraph, sentence) but requires information from more than one part of the story. Think and Search could be used with what are referred to as "reading between the lines" or text-based inference type questions.

The last QAR is recommended for use with the third and perhaps, most difficult level of questions. Critical level questions require an On Your Own search procedure. The reader must use personal knowledge plus information from the paragraph or story. The importance of pre-teaching is evident. Students are taught where to look or just how to

go about finding an answer rather than simply being given time to practice answering questions. Using QAR's is logical and representative of a realistic method of using a simple questioning taxonomy for teaching purposes.

Using Student-Generated Questions

The reciprocal questioning technique (ReQuest) represents a question generating strategy recommended by Manzo. (1969) The ReQuest procedure is generally used with groups of readers. The strategy requires a teacher to ask children to read a line, paragraph or page, depending on the ability level of the readers. Next a child or pair of youngsters asks the "teacher" two-four questions about what they just read. The youngsters determine the appropriateness of the responses. The process is repeated for two-three pages using different questioners. Ideally, as teachers, we should model good questions and teach students just how to construct a question. The students then apply our examples during the ReQuest procedure.

Manzo also suggests the use of the question-only strategy. (1980) First, students are instructed to learn all they can about a given topic through their questions, afterwards a test containing the information which the teacher considers important will be given. Second, student questions are answered. Third, a test is given followed by a discussion noting which questions helped the students uncover pertinent information and which questions should have been raised. Last, a follow-up test is given. The combined scores from

the first and second test are used to measure growth in locating main ideas and concepts (Manzo, 1980).

SQ3R represents a time tested procedure recommended by Robinson in 1962. First, students survey the text which involves glancing over chapter headings and reading the chapter summary. Second, each heading is turned into a question to arouse curiosity and increase comprehension. Third, the student reads each passage to answer the question. Fourth, after each section is read, the reader tries to recite the answer. Last after the lesson has been completed, the student recalls the main point and subpoints under each chapter heading.

Structured Comprehension is the final self-generation procedure. After each sentence is read, the student asks, "Do I know what the passage means?" They ask questions to gain comprehension. After all student questions have been answered, the teacher asks one or two questions about the sentence. Students write their answers and a discussion follows. This exercise continues for the remainder of the sentences in the text. Students should eventually pattern their questions after the teacher (Cohn, 1969).

Using self-generated questions technique has been suggested as an effective tool to use in increasing reader comprehension. A limited body of research exists to indicate that self-generated questioning aids the reader in becoming independent readers (Cunningham, 1981) and also helping students improve their ability to remember what they read (Memory and Moore, 1981).

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